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ABSTRACT

This issue of "TESL Reporter" presents a summary of U.S.O.E. Project HE-084 by Gerald Dykstra; a sample listening comprehension exercise; a linear diagram of the English noun phrase designed for English as a Second Language students, developed by Alice C. Pack; an article on Japanese groups in summer session; and an article by Betty Crethar on evaluation of a dictionary-library skills class offered at the English Language Institute at the Church College of Hawaii. The USOE Project is the TESL Materials Development Project. Questions underlying the establishment of the project, the historical background of the project, conceptual considerations, and findings resulting from the work of project personnel are discussed. The listening comprehension exercise, which takes only five minutes at the beginning of each class period, is claimed to increase aural comprehension, immediate student attention, additional background information for students, and the elimination of roll calling in the classroom. The exercise uses short articles from current magazines and other sources and five to eight short multiple answer or true-false questions about information in the articles. The library skills course at Church College was designed to increase vocabulary and to develop classification-abbreviation skills and general interest in books as tools for learning. An exchange program between Church College of Hawaii and Western Japan is briefly discussed, with emphasis on instructional approaches. (SW)

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SUMMARY OF USOE PROJECT HE0084

by Gerald Dykstra

The product of the TESL Materials Development Center is referred to here in terms of (I) Problem (restated in the form of a series of questions underlying the establishment of the project, (II) Background, (III) Findings.

I. Problem

There were a number of questions underlying the establishment of the project. The primary ones are listed here.

A. Can nonpredictable, purposeful communication* be incorporated into instructional materials for the early stages of second or foreign language learning?

B. Can pupil participation in such communication be as intensive as it is in pattern practice classes? Can pupil listeners form useful responsive environments for pupil speakers?

This summary report is reprinted in the TESL Reporter because of its value for ESL teachers and current interest in situational communication in second language learning. It has not been previously available except in the official terminal report of Project No. HE-084, Grant No. SAE 7-10-027. January, 1967, Gerald Dykstra, principal investigator.

* For the purpose of the Materials Project, communication means that the individual speaker is to have mulitple choices of linguistic content; that he is to participate in a situation in which he has a purpose superordinate to that of language practice; and that only by the use of recently presented or newly learned language forms will he be able to accomplish his superordinate purpose. His hearers are not able to predict his linguistic choices, but are nevertheless required to respond overtly to his linguistic signals by selecting one of a range of potential responses. When the speaker repeatedly and consistently accomplishes his purpose without the necessity of repetition or extraneous signals like translation, communication is to be assumed.

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C. Can materials so constituted form viable classroom materials, and can they be made pedagogically useful?

D. Will supporting modes be needed in a program that emphasizes the communication mode? How can supporting modes also more nearly simulate out-of-classroom functional use of language?

E. Can second language reading instruction for young children include from the early stages emphasis on rapid silent reading with overt response?

F. Are the widely-used successful techniques of oral language instruction applicable to primary school writing instruction in the form of exercises that start with models and draw pupils in graduated steps from full reliance to no reliance on a model?

G. Is the communication mode also applicable to writing and to reading?

H. What research can be started within the framework of this project to help determine the nature of the differences that are both necessary and sufficient in provision of materials for different cultures? One ultimate goal of this type of research is to determine the nature and extent of the valid applications of contrastive analysis in materials development. Another is to determine the nature, the possible extent and the relative usefulness of a common core set of materials designed for a wide range of cultures.

J. Is international cooperation feasible in research and development work related to these questions?

II. Background

The background of the questions listed as representative of the problem includes fruitful, creative dissatisfactions; simultaneous consideration of scholarship and school curriculum; and heuristic, alert teaching practice. Of the following summary comments, most refer to historical background and some to conceptual explanation as well.

Upon completion of the revised Intensive Course series for speakers of Spanish at the University of Michigan in the 1970's it was clear that pattern presentation and pattern practice, promising as these were from the start, did not constitute the ultimate development in second language instruction. Immediately, a closer relevance to language function seemed essential. Subsequent reaction to the shortcomings of other foreign language materials that also emphasize pattern practice, but do not succeed in going significantly beyond, bears out this early response to the Intensive Course. Recent presentations at professional meetings show growing awareness of possibilities, and distinct interest in developing materials with nonpredictable functional use of communication as a criterion for acceptability.

The prototype lesson for this type of materials as subsequently developed in the TESL Materials Development Project was presented in one of the community laboratory schools of the Kaimosi Teacher Training College in Kenya.*

The dissatisfaction with college entrance reading comprehension and reading speeds, the dissatisfaction with writing ability, and the indirect approaches used in teaching these skills, suggested development more nearly parallel with direct oral approaches that were proving more successful of oral ability.

The assumption of the necessity of completely separate sets of materials, based on contrastive analysis, for every different language background was shown empirically to require research on the nature of differences required and on valid applications of contrastive analysis. This undercuts the earlier assumption that contrastive anaylsis clearly showed its own application somehow. Related to this is the desirability of exploring the application of studies of language universals and the extent of possible core materials for presentation to students from more than one language background, with separate materials where the core proves empirically unsatisfactory.

The world-wide extension of teaching

*Gerald Dykstra, "Active Teaching and Learning of Spoken English," TEACHER EDUCATION, Vol. III, No. 2 (November, 1962) pp. 134-139.

English to speakers of other languages suggested the desirability of exploring further the extent of currently possible international cooperation in experimentation and curriculum development. This type of cooperation has often been proposed but it has commonly failed to materialize in any significant, extended way. Research on a central core, and divergences as necessary, seemed a good starting point insofar as a variety of language and cultural backgrounds would be necessary for any culturally differentiated feedback on divergences from a core that might be indicated. Qualified advisers for the project were readily obtained from another country. Readiness for cooperative endeavor had been shown in many countries.

III. Findings.

Representative findings stemming from the work of project personnel and relating to the questions listed at the beginning of this summary statement include those presented here. The lettered divisions here correspond to those listed under section I. Problem, and reference, should be to those questions.

A. One hundred fifty communication activities, which follow the necessary one hundred fifty presentations, have been selected as substantially meeting the requirements of the criteria established for such activities. By internal appraisal, it is determined that nonpredictable, purposeful communication can be incorporated into instructional materials. This was substantiated by the fact that communication, as operationally defined, was repeatedly accomplished in the field locations.

A fortuitous discovery, after designing each tenth communication activity to serve as a test, was that every activity not merely every tenth one, served as a proper test of language ability. The full significance of this dawned gradually. Altogether, the activities form a set of programmatically graduated tests linguistically more valid for an English language teaching program than sets which elicit markings on paper or which measure control of sub-elements of language production (e.g., pronunciaton) or sub-elements of language recognition in lieu of checking on ability to communicate and comprehend messages that are cued by controlled but non-predictable situations.

The one hundred fifty communication activities accepted for the program use vocabulary that correlates with objects which are formed by using plastic pieces. An alternative program using vocabulary that correlates with items made from materials available in nearly all environments has been illustrated and demonstrated.

B. By using pupil responders in the communication situation (only after appropriate presentations), effective responsive environments have been set up. In these, successful language production by one pupil is regularly followed by an appropriate and desired overt, non-linguistic response. Incorrect language production is followed by responses not sought by the child speaker. Clearly established and known goals, non-linguistic in nature, are in these instances not attained. The activity breaks down and the pupil must start again.

With such responsive environments and with a properly programed sequence, it is not necessary for the teacher to hear correct production of the point being practiced in order that reinforcement may take place, nor is it necessary for the teacher to hear errors in the use of the point being practiced in order that the errors be detected. In this situation, with pupils forming effective and useful responsive environments for pupil speakers, a multiple unit design in the classroom is feasible. The amount of speaking and response to speaking is high.

The density of pupil participation, while not quantitatively measured in the project, is anecdotally recorded as being lower than in good choral pattern practice, higher than in individualized pattern practice and qualitatively superior to both.

C. With minimal presentation and a minimum of artificial practicing, it is possible to move directly into functioning use of the language, provided situations are carefully selected. Materials so constituted do form viable classroom materials. The best tryout centers for this project have been those where teachers had the benefit of guidance from a person who knew the rationale and operation of the activities.

Children in Aiyetoro, Nigeria, responded significantly better to oral instructions from their teachers after one year of Communication Activities than did their older companions, who had studied English for two years. Evidence indicates that taking children into early functioning use of the language can be made pedagogically useful.

D. Communication in the restricted sense used here is not enough by itself to simulate the range of situations in which oral language is commonly used. Songs, physical education activities, playlets and improvisations were developed and planned to illustrate other modes by which communicating language (as well as language that is phatic in nature and is not appropriate to presentation in programed communication activities) may be presented in situations that simulate (as in the playlets) or parallel (as in the songs) out-of-classroom use of language.

E. Tryouts indicate empirically that silent reading can be started successfully at very early stages immediately after an oral presentation. (Silent reading was not tried without oral presentation and practice.) Differential response to increasingly complex segments was a basic feature of the design in the reading presentations. This work is being continued without benefit of project support except for limited experimentaion and the development of a small set of materials for children, following upon completion of a program in cursive handwriting developed by the project.

G. The idea of reading, selecting, compiling and transmitting prepared messages for reading and responding by a recipient in situations requiring communication was added early in the course of the project. Materials of this type are unknown outside the project and very limited within. Findings are positive on the feasibility and work is being continued privately by project staff. Relative effectiveness is undetermined.

An intended part of the project from the first was preparation and experimentation with an approach to writing which incorporates purposeful communication requiring responses unpredictable except from the written message, which itself is unpredictable and develops out of the needs of a given limited but not controlled situation. Experiment was limited to use of the oral communication activities with a substitution of written messages for oral messages. A degree of success is indicated parallel to that for oral communication activities but to make it maximally significant as a writing program, the need for separate dequencing is indicated.

H. The research initiated by the project to check into the possibility of determining the nature of curricular differences required by different cultures took the form of trying a single core set in a variety of cultural settings. Adverse comments from tryout centers were almost invariably on activities not clearly and simply operable. Where a given activity went badly in one area, it went badly elsewhere. The songs, on the other hand, were enthusiastically received at each tryout center. There was no adverse comment anywhere on the geometrical abstractions which were designed to represent "real" objects and which were made by the children themselves, using plastic pieces of various shapes. The only clearly identified cultural differences were such as the anticipated special difficulty in West Africa in distinguishing "bed" and "bird" in an early version of a communication activity that had been pointedly designed to include this problem as a check on differential feedback.

J. Tryouts for TESL Project materials have been held in Japan, New Guinea, Peru, Ethiopia and Nigeria, as well as in Saipan, Puerto Rico, Hawaii, New Mexico, Texas, Mississippi and New York. About one-third of the advisers for the project were British, and consultation with them was somewhat more frequent than with their American counterparts. The only serious threat to

Dr. Gerald Dykstra is presently a professor at the University of Hawaii and principal planner for the Language Arts for Elementary Schools at the Hawaii Curriculum Center.

ready international cooperation came from within one of the major institutions sponsoring the project, where it was stated that the international aspects of the project might jeopardize years of careful work in cultivating a relationship with Africa by a senior and highly respected professor in the institution. Empirically it is determined that international cooperation is possible in materials development. Evidence includes consultation and correspondence with British colleagues and extensive international collaboration in tryouts, as outlined in the project quarterly reports.

There are vast gaps in the materials field and many interesting and potentially rewarding areas have been opened up to be imaginatively developed. Specific identification of a few of these is a contribution.

Listening Comprehension

Developed by the director of the English Language Institute at The Church College of Hawaii.

A listening comprehension excercise which takes only five minutes at the beginning of each class period has proven itself with increased aural comprehension, immediate student attention, additional background information for students, and the elimination of roll calling in the classroom.

Short articles are selected from current magazines, newspapers, science digests, etc. About five to eight short multiple answer or true-false questions are written about information in the article. These should be written for understanding rather than for factual information, although numbers may be useful to determine whether the student has associated quantities with the information.

Small sheets of paper with numbers and choices are distributed, and when class time arrives the teacher immediately starts reading the article and follows with the questions. The article is read at normal speed--pauses between phrases and clauses may be necessary for beginning classes--and there are no repeats, either for the article or the questions.

Students write their names on the papers which are collected as soon as the last question has been read. (Later the roll is marked from the papers.) Usually the students are anxious to hear the answers so the teacher reads the correct response with the answer selection after. Vocabulary discussion may be helpful to the student.

Following is a recent article used for this purpose.

Animal Farm

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The director of the Detroit zoo hired four new security guards last week, not to contain the wildness within the cages, but to protect the animals from the inhumanity of man. In the past two years, the zoo population has been victimized by deliberate acts of brutality. A baby Australian wallaby left the protection of its mother's pouch and was stoned to death; a duck died with a steel-tipped arrow in its breast. A pregnant reindeer miscarried after firecracker-hurling youths bombed the frantic animal into convulsions. Visitors have been observed dropping lighted cigar butts on the backs of alligators, watching the ashes burn through the reptiles' skin, then breaking into laughter when the

(Continued page 12)

A series of ESL charts on English structure which I have developed for reference for teachers and advanced ESL students begins with this issue. Following is a linear diagram of the English Noun Phrase. Beginning students might use the chart when building noun phrases, advanced should use it for reference when necessary.

NORMAL WORD ORDER IN THE ENGLISH NOUN PHRASE

by Alice C. Pack

+ Determiners ± Adjectives ± Noun Adjunct + Noun ± Modifying Phrase ± Modifying Clause

\+ must use

± may or may not use

Determiners

+ Choice of one

± Prearticles	Articles	Demonstratives	Possessives	± Ordinals	± Cardinals	± Superlatives & Comparatives	± Noun Quantity + of
all	a (an)	this	's	first	one	more	lot
both	the	that	my	second	two	most	great deal
only	any	these	our	third	three etc.	fewer	barrel
∅	every	those	your	fourth etc.	several	fewest	quart
	each		his	last	few	less	pint, etc.
	some		her	next	many	least	
			its	final	half		
			their				
			theirs				

Adjectives **Modifers** **Modifers**

± Quality or Characteristic	± Size 1	± Size 2	± Shape	± Age	± Time	± Color	± Modifying Noun	± Noun	± Modifying Phrase	± Modifying Clause
modern	large	four foot	square	ancient	daily	brown	brick	fireplace	on the table	who was there
surprising	small	one yard	narrow	young	monthly	white	redwood	house	with brown eyes	whom he saw
happy	tall	twelve inch	round	old	etc.	etc.				
overripe etc.	tiny etc.	etc.	thin, etc.	mature						
				1 year old						
				2 week old						
				3 month old, etc.						

Note:

May be used to intensify adjectives (except specifics such as one year old etc.) and the determiners least, first, last, few, and many.

Adjectives may have their order changed for particular emphasis.

Examples

Although sentences like the following use all or most of these catagories, usually a choice is made from the sections with the order remaining the same.

1. All my final few most modern, large, four foot, square old, red, brick fireplaces in the new building were sold immediately.
2. Just those last three least old-fashioned, small, three inch, round, ancient, white stone figures from that shipment were left.
3. Only John's last four most underdeveloped, little, thin, immature, green apple bananas, which were left in the basket, were thrown out.

Fries, Peter. "On Repeatability and Reduplication" TESL Reporter, Vol. 3, No. 4, Summer 1970.

Pack, Alice C. "English Word Order" TESL Reporter, Vol. 3, No. 1, Fall 1969.

ELI Library Skills

An Evaluation of a CCH Spring Class

by Betty Crethar

During the second block session of the English Language Institute at the Church College of Hawaii, it was decided that a dictionary-library skills class would be offered for the 104 advanced level students. The objectives of this course were to increase vocabulary and to develop classification-abbreviation skills and general interest in books as tools for learning. Many of our students come from the Greater Pacific Basin areas where libraries and sometimes books are non-existant.

The course objectives were well presented in material prepared by Helen Moffat, director of the Woolley Library. Mrs. Moffat's well formulated material is in the form of lectures; slides and transparencies are also used as reinforcement aids. Also included in the material are worksheets and quizzes, which are excellent follow-up aids to the lessons.

Since the foreign students I was working with were not yet able to follow and absorb new and detailed information at a teacher-lecture level, I used the material from the lectures basically as an introduction to the worksheet lessons. To use a library as a tool and resource center requires a new terminology to be learned--the vocabulary and language of a library. With this in mind the first assignment required the students to learn the meanings and the spelling of approximately twenty basic words commonly associated with books and libraries such as bibliography, copyright, preface, glossary, appendix, etc. With this basic vocabulary as the first objective, the following lessons, which concentrated on the parts of a book, were made concrete. The results were very gratifying, in that the students seemed involved in the excitement of discovery. They seemed to realize that when they understood these words, they would have a language vocabulary to draw upon when they visited the library.

My class was small enough (16 students) to take to the library for immediate reinforcement work. The group pulled books off the shelves and, identified the appendix, glossary, table of contents, etc. The results showed excellent retention of material learned and a motivated interest.

Mrs. Moffat's material was extremely clear, understandable, and very adaptable for foreign students. I showed the transparencies and through a class-discovery approach situation we "learned" the different areas of the library. This methodology was used as we discovered the card catalog, the shelving under the Library of Congress system of classification, the periodical indexes, the reference book shelves, and the microfilm room and its indexes. With each new area in the library discovered, explored and learned, I first presented the material in the classroom and then together we went to the library to "see, feel, smell, and maybe even taste" the material, so that concrete knowledge was built upon the already sound and workable foundation of previously learned information.

I found that through this teaching methodology I could sense when my students were getting near a frustration level within the class, and that

Betty M. Crethar is an instructor in the TESL program at CCH. She is also teaching in the college Adult Education program.

instantaneous revival took place when they were told that we would now meet at a designated section of the library for a review evaluation.

The attitude of these students towards the microfilm machines was interesting. Since most of the class came from a culture and background where "machines" are not a common tool or aid the introduction to the "big gray boxes" called the microfilm machines was a traumatic experience for some of them. One assignment required that each student look up his home country in the New York Times Index and write the call numbers on a slip of paper for the lab assistant to use in procuring the information. The idea of using a machine to read a newspaper was a difficult experience for some students. I explained to the group that many future libraries would be only microfilm libraries and that the ability to handle these machines would be advantageous to them. I found it necessary to work individually with these students in order to build up confidence in handling this important library area. (This was a most interesting and yet quite understandable sidelight to the teaching of library skills to Pacific Basin students).

At the end of this block I concluded that a Library-skills course has great merit within the curriculum on an English as a Second Language Institute program-especially when the students are preparing for college work. In such a class students can see a practical application in the learning of English structure, vocabulary, and reading skills, by putting this knowledge to work. My role as instructor was made much more rewarding by the availability of Mrs. Moffat's fine material and the proximity of my class to the library.

BOOK REVIEW

Nilsen, Don L. F. and Alleen Pace Nilsen. **Pronunciation Contrasts in English.** Simon and Schuster, New York, 1971. Price $2.25.

An excellent reference source on English phonology for ESL teachers. There is an abundance of minimal pairs of words for all the English phonemes in initial, medial, and final position. Sentences with contexutal clues and minimal sentences are also given. Articulatory diagrams and language lists where trouble can be expected are given on each page of the three sections--vowel contrasts, consonant contrasts, and multiole contrasts.

Alice C. Pack

The U.S.A. -- Vol. I.**The Land and The People,** Robert J. Dixson. Vol. II, **Men and History** Robert J. Dixson and Herbert Fox. Vol. III, **Men and Machines** Customs and Institutions, Ethel Tiersky and Martin Tiersky Simon and Schuster, New York. Price $1.25 each.

These books meet the need for readable, inexpensive, high-interest material for the foreign student. The four volumes have interesting and readable stories relating to the history and geography of the United States, and its important men, customs, and institutions. Each book is independent of the others, and has a specific vocabulary range: Book I, 1200 words; Book II 1600 words: Book III, 2000 words and Book IV, 2400 words.

Each of the short 3-4 page reading exercises is followed by either a converstation and vocabulary drill exercise or a comprehension exercise. There is much variety in the style and content of the drills in different volumes.

Conversation exercises provide useable discussion material.

Betty Crethar

JAPANESE GROUPS

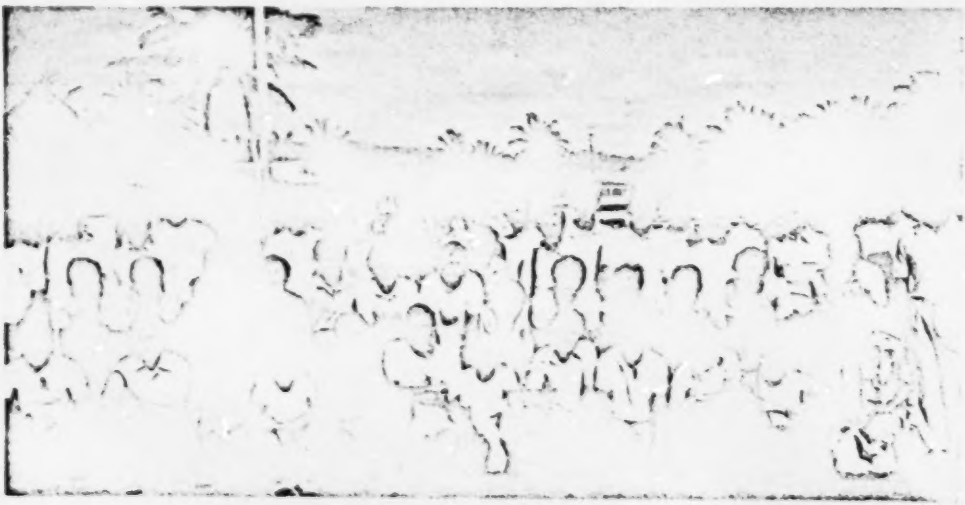
Under the auspices of The Church College of Hawaii Asian Studies Institute, Kenneth Orton, President, two Japanese student tour groups were on the CCH campus during August 1971. They came as pilot exchange groups from Western Japan--Osaka, Kyoto, Nora, and Himeji and Tokyo.

The first to arrive were the JISU: Japan International Student Union Group, accompanied by student president, Yoshinori Kawabata. The 22 college students forming this group represented the 12,000 member Student Youth Association in Japan (ages 18-26). Preliminary exchange activities between The Church College of Hawaii, the JISU students and the SOJITSU tour group, which arrived a few days later, were held in Japan under the direction of President Orton earlier in the summer.

The academic program and staff arrangements were correlated by Mrs. Betty Crethar, instructor in the English Language Institute at CCH. The program included acculturation experiences on the college campus. The JISU students, a highly motivated and stimulated group of young people, had varying degrees of English proficiency. As they were anxious to see and speak to as many Americans as possible, the group had a balanced program of morning classroom work with afternoon and evening extra-curricular activities.

The English Language Institute curriculum included individual and group conversation within the reading comprehension sessions, grammar periods using over-head projectors, and reinforcement drills using local newspapers, telephone books, campus "grammar walks", city maps, and Hawaii travel brochures. The Japanese instructors also gave help with translation, and interpretation on the local tours in Hawaii.

As reinforcement exercises in the area of correct preposition usage, daily "grammar walks" with the instructor were introduced. The students took these preposition walks, talking their way "around," "through," "over," "under," "against," and "in" or "on" the campus and classroom areas. It



IN SUMMER SESSION

was a walking classroom situation in the warm Hawaii sunshine, fanned by cool ocean breezes.

By student request, an afternoon program was instituted which involved the students in addition to the English "conversation walks." Accompanying the students on these walks were a wide variety of English speaking people, including CCH faculty children, English speaking foreign students, and mainland Americans, as the Japanese students were eager to converse with as many different English speaking people as possible. The walks were taken into the hills and to nearby beach areas.

The SOJITSU Hawaii Seminary tour group of 46 Junior and Senior High students, with four of their teachers,arrived a few days after the JISU group. These students, associated with the Waseda Schools in Tokyo, had English proficiency much lower than the earlier group so a different curriculum, consisting of low-vocabulary and high-interest films, was instituted. Singing games, pattern drills, and vocabulary exercises utilizing local newspapers were also used. Newspaper-vocabulary competition games were popular. The Dolch Sight Words and Japanese "eye-catching" words i.e. Datsun, Baseball, Japan, etc,. were written on the blackboard. Each student was given a stack of newspapers, a sheet of paper, scissors and glue and told to find these words, cut them out, and paste them on his sheet of paper. A time limit and a "class prize" were also part of the activity.

An orientation program on the English Language Institute at the Church College of Hawaii for the leaders was conducted by Alice C. Pack, director, Sample material and books used by the Institute were given to the teachers.

The SOJITSU Hawaii Seminar Tour students and teachers also visited Honolulu

Schools--the University of Hawaii, Punahou Academy and Iolani School for guest lectures.

Both the JISU and SOJITSU groups expressed a strong desire to be associated with similar programs in future years.

LISTENING

(Continued from Page 5)

alligators reacted to the severe burn. Finally, the zoo's male hippopotamus choked to death last week after someone responded to the hippo's openmouthed begging for peanuts by rolling a tennis ball down its throat. The zookeepers were left to wonder whether it was their charges or their visitors that really should be caged.

1. The director of the Detroit zoo hired how many new security guards last week?
   a) 1
   b) 2
   c) 4
   d) 10

2. The security guards were hired
   a) to protect the animals from the visitors.
   b) to protect the visitors from the animals
   c) to protect the baby animals.
   d) to guard against accidents.

3. The injury to the animals by human beings during the last two years has been
   a) unforseen.
   b) accidental.
   c) unknown.
   d) deliberate.

4. The zoo mentioned was in
   a) Chicago.
   b) New York.
   c) Detroit.
   d) Los Angeles.

5. The hippopotamus died because
   a) it was shot by a steel-tipped arrow.
   b) some youths threw firecrackers at it.
   c) lighted cigar butts were dumped on its back.
   d) a tennis ball was thrown down its throat.

6. That people should probably be caged was suggested by
   a) the animals.
   b) the zoo keepers.
   c) the visitors.
   d) the newsmen.

TESL REPORTER

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Editor. Alice Pack, Assistant Professor of English and TESL.

Staff.. Brent Pickering, instructor of TESL & Speech.
Betty Crethar, TESL

Articles relevant to teaching English as a second language in Hawaii, the South Pacific and Asia, may be submitted to the editor through Box 157, The Church College of Hawaii, Laie, Hawaii 96762. Manuscripts should be double-spaced and typed, not exceeding three pages.

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